



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Riverton School

SAU: Portland Public Schools

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2010-2011 NCLB Report Card



School: Riverton School
SAU: Portland Public Schools
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	76	75	99	39	61	65	0	39	39	23	71	4
	2009-2010	73	71	97	34	66	73	3	31	31	35	71	0
Female	2008-2009	38	38	100	32	64	70	0	32	47	21		
	2009-2010	31	29	94	41	71	76	7	34	24	34		
Male	2008-2009	38	37	97	46	57	60	0	46	30	24		
	2009-2010	42	42	100	29	62	69	0	29	36	36		
Caucasian/White	2008-2009	32	32	100	56	70	66	0	56	31	13		
	2009-2010	25	25	100	52	80	74	8	44	28	20		
African American/Black	2008-2009	28	27	96	19	35	42	0	19	52	30		
	2009-2010	28	28	100	21	32	46	0	21	29	50		
Hispanic	2008-2009	3	3	100		55	51						
	2009-2010	7	7	100		22	58						
Asian or Pacific Islander	2008-2009	13	13	100	46	54	66	0	46	23	31		
	2009-2010	13	11	85	36	59	71	0	36	36	27		
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	55	54	98	30	44	53	0	30	46	24		
	2009-2010	52	50	96	24	44	62	0	24	32	44		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	12	100	17	42	36	0	17	50	33		
	2009-2010	9	9	100		39	38						
Limited English Proficient	2008-2009	39	38	97	18	34	40	0	18	47	34		
	2009-2010	36	34	94	21	36	45	0	21	32	47		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: Riverton School
SAU: Portland Public Schools
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	64	63	98	51	71	71	3	48	32	17	60	3
	2009-2010	80	79	99	35	60	67	5	30	27	38	76	3
Female	2008-2009	40	39	98	51	71	75	3	49	31	18		
	2009-2010	40	40	100	33	62	71	3	30	40	28		
Male	2008-2009	24	24	100	50	70	67	4	46	33	17		
	2009-2010	40	39	98	38	57	63	8	31	13	49		
Caucasian/White	2008-2009	28	28	100	64	79	71	4	61	29	7		
	2009-2010	31	31	100	48	70	68	6	42	29	23		
African American/Black	2008-2009	17	16	94	38	51	53	0	38	31	31		
	2009-2010	31	31	100	19	35	43	0	19	23	58		
Hispanic	2008-2009	4	4	100		55	66						
	2009-2010	5	5	100		50	59						
Asian or Pacific Islander	2008-2009	15	15	100	40	55	71	7	33	40	20		
	2009-2010	13	12	92	42	56	71	17	25	25	33		
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	41	40	98	48	53	60	3	45	28	25		
	2009-2010	61	60	98	27	42	56	2	25	27	47		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	20	41	43	10	10	40	40		
	2009-2010	14	14	100	7	27	34	0	7	21	71		
Limited English Proficient	2008-2009	26	25	96	32	42	47	4	28	40	28		
	2009-2010	44	43	98	21	38	46	2	19	26	53		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Riverton School
SAU: Portland Public Schools
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	67	65	97	52	67	67	2	51	23	25	65	0
	2009-2010	66	65	98	57	73	72	14	43	25	18	62	3
Female	2008-2009	29	29	100	52	66	70	3	48	28	21		
	2009-2010	42	41	98	59	75	78	12	46	24	17		
Male	2008-2009	38	36	95	53	68	64	0	53	19	28		
	2009-2010	24	24	100	54	71	67	17	38	25	21		
Caucasian/White	2008-2009	34	34	100	74	80	67	3	71	24	3		
	2009-2010	29	29	100	72	82	73	10	62	21	7		
African American/Black	2008-2009	21	21	100	29	39	46	0	29	14	57		
	2009-2010	17	17	100	41	46	57	6	35	24	35		
Hispanic	2008-2009	3	3	100		38	56						
	2009-2010	4	4	100		68	70						
Asian or Pacific Islander	2008-2009	9	7	78	29	45	68	0	29	29	43		
	2009-2010	16	15	94	47	58	73	20	27	33	20		
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	37	35	95	29	48	53	0	29	31	40		
	2009-2010	46	45	98	47	55	62	11	36	29	24		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	13	13	100	31	37	31	0	31	31	38		
	2009-2010	10	10	100	20	45	36	10	10	40	40		
Limited English Proficient	2008-2009	27	25	93	20	33	39	0	20	24	56		
	2009-2010	28	27	96	37	42	49	19	19	33	30		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Riverton School
SAU: Portland Public Schools
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	76	76	100	43	57	70	9	34	25	32	72	4
	2009-2010	73	72	99	22	53	62	1	21	33	44	72	0
Female	2008-2009	38	38	100	34	55	68	3	32	29	37		
	2009-2010	31	30	97	27	51	61	3	23	27	47		
Male	2008-2009	38	38	100	53	60	71	16	37	21	26		
	2009-2010	42	42	100	19	56	63	0	19	38	43		
Caucasian/White	2008-2009	32	32	100	69	71	71	13	56	16	16		
	2009-2010	25	24	96	25	66	63	4	21	50	25		
African American/Black	2008-2009	28	28	100	21	25	45	0	21	18	61		
	2009-2010	28	28	100	14	18	31	0	14	29	57		
Hispanic	2008-2009	3	3	100		35	50						
	2009-2010	7	7	100		17	52						
Asian or Pacific Islander	2008-2009	13	13	100	38	48	70	23	15	54	8		
	2009-2010	13	13	100	31	51	65	0	31	23	46		
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	55	55	100	36	42	58	5	31	25	38		
	2009-2010	52	52	100	19	31	50	0	19	29	52		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	12	100	42	47	46	8	33	17	42		
	2009-2010	9	9	100		40	33						
Limited English Proficient	2008-2009	39	39	100	18	30	46	5	13	36	46		
	2009-2010	36	36	100	19	24	35	0	19	22	58		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	64	64	100	38	63	66	5	33	33	30	61	3
	2009-2010	80	79	99	30	50	62	6	24	30	39	76	3
Female	2008-2009	40	40	100	33	60	66	3	30	35	33		
	2009-2010	40	40	100	23	48	62	3	20	35	43		
Male	2008-2009	24	24	100	46	65	67	8	38	29	25		
	2009-2010	40	39	98	38	52	63	10	28	26	36		
Caucasian/White	2008-2009	28	28	100	57	73	67	4	54	36	7		
	2009-2010	31	31	100	45	62	63	10	35	26	29		
African American/Black	2008-2009	17	17	100	18	32	46	6	12	35	47		
	2009-2010	31	31	100	13	25	36	0	13	29	58		
Hispanic	2008-2009	4	4	100		55	61						
	2009-2010	5	5	100		24	45						
Asian or Pacific Islander	2008-2009	15	15	100	33	43	68	7	27	13	53		
	2009-2010	13	12	92	42	48	65	17	25	42	17		
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	41	41	100	24	44	54	5	20	34	41		
	2009-2010	61	60	98	23	33	50	2	22	30	47		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	10	42	41	10	0	30	60		
	2009-2010	14	14	100	21	28	36	0	21	21	57		
Limited English Proficient	2008-2009	26	26	100	19	31	43	8	12	27	54		
	2009-2010	44	43	98	14	26	38	2	12	35	51		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Riverton School
SAU: Portland Public Schools
Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	67	67	100	33	57	66	1	31	48	19	67	0
	2009-2010	66	66	100	32	56	64	6	26	23	45	63	3
Female	2008-2009	29	29	100	31	57	65	3	28	59	10		
	2009-2010	42	42	100	26	53	64	5	21	24	50		
Male	2008-2009	38	38	100	34	58	66	0	34	39	26		
	2009-2010	24	24	100	42	60	64	8	33	21	38		
Caucasian/White	2008-2009	34	34	100	47	68	67	3	44	41	12		
	2009-2010	29	29	100	48	69	65	3	45	28	24		
African American/Black	2008-2009	21	21	100	10	28	43	0	10	52	38		
	2009-2010	17	17	100	12	20	37	6	6	12	76		
Hispanic	2008-2009	3	3	100		29	52						
	2009-2010	4	4	100		44	55						
Asian or Pacific Islander	2008-2009	9	9	100	33	50	69	0	33	67	0		
	2009-2010	16	16	100	25	35	67	13	13	25	50		
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	37	37	100	16	42	53	0	16	49	35		
	2009-2010	46	46	100	26	31	51	7	20	22	52		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	13	13	100	15	32	38	0	15	38	46		
	2009-2010	10	10	100	10	35	34	10	0	30	60		
Limited English Proficient	2008-2009	27	27	100	15	33	40	0	15	59	26		
	2009-2010	28	28	100	21	22	38	7	14	14	64		

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2010-2011 NCLB Report Card



School: Riverton School
SAU: Portland Public Schools
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98 98	99 99	49	68 69	71 69	99	99 99	99 99	35	55 57	63 61	96	95	95
Caucasian/White	100	99 99	99 99	66	79 79	71 69	99	99 99	99 99	46	67 66	64 62			
African American/Black	100	96 94	97 97	29	38 42	49 50	100	99 97	99 98	20	22 30	36 38			
Hispanic	*	99 100	97 99	*	49 40	63 59	*	100 100	99 100	*	29 23	51 46			
Asian or Pacific Islander	90	96 95	97 98	50	63 69	73 76	98	99 99	99 99	41	51 58	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	97	98 96	99 99	36	49 51	60 56	99	99 98	99 99	27	33 37	50 47			
Students with Disabilities	*	99 95	97 98	20	38 39	36 28	*	99 95	97 98	18	33 34	35 25			
Limited English Proficient	96	95 94	96 95	28	41 41	48 45	99	99 98	99 99	23	26 26	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card Maine Teacher Quality Data



School: Riverton School
SAU: Portland Public Schools



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	4	22	2	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	6.06

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>